Some thoughts on the teaching evaluation system of network course

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Abstract

Network course evaluation is an important link to guarantee the quality of network curriculum, this paper puts forward the idea of constructing the network course evaluation management system based on the analysis of the present situation of network course evaluation, and describes the characteristics of the system, the design significance, the design index and so on.

Keywords

Network course, evaluation, quality.

1. Introduction

With the development of computer aided education, network courses gradually as the new situation of computer aided education and the dominant force on the current education stage. Network course not only has the advantages of traditional computer aided course, but also provides the function of traditional computer aided education. It can break through the limits of time and space, and can easily obtain a large amount of information resources, but also can provide a new way for students and teachers to display their own value and achievements. Online learning is different from the traditional classroom learning mode, so the traditional curriculum evaluation standards can not be used directly.

2. The characteristics of network learning

Traditional classroom teaching evaluation is mainly from the students, teachers, teaching content and media four elements. The main purpose of the network teaching is to provide learners with the path, resources and methods, so that students acquire knowledge and skills, to develop students' awareness and the original cognitive strategies, and ultimately to develop. Therefore, the network learning evaluation is the activity or process of evaluating the learning situation of the learners, learning attitude, method, process and result, so as to seek for the students' learning style or to test the students' learning effect.

In the network teaching, teachers and students are separated in time and space, based on the special nature of the teaching method, the teacher and the students can effectively link up with the learning support services. Learning support includes the hardware platform of teaching activities, the teacher's assistant guidance, digital teaching material and guidance materials, and the use of various media forms. The evaluation of teaching resources (including teachers, teaching contents and teaching activities provided by the students) is an important part of teaching evaluation.

3. The role of network teaching evaluation

The so-called teaching evaluation, mainly refers to the basis of a certain objective standards, through a variety of measurement and related information collection, teaching activities and their effect on the objective measure and the scientific judgment of the system process. Network teaching evaluation is an important link in the teaching activity. It plays a more and more important role in the process of network teaching, and it can adjust the teaching activities in the whole.

The study and evaluation of network teaching should emphasize the function of diagnosis and analysis of students' learning, to help students improve their learning process, and to promote the comprehensive development of students, and weaken the function of the selection. Therefore, evaluation should not be a simple measurement and evaluation tool, but should become a learning

support tool. The evaluation of the learners is the main part of the network teaching evaluation, pay attention to the learning attitude, learning process evaluation, the purpose is to understand the students' learning situation, so as to make accurate, objective evaluation and feedback, giving tips and suggestions. Focus on the following five aspects: the degree of interaction, Q & a situation, resource utilization, homework, exams.

The evaluation of teaching resources includes two parts, which are the evaluation of teachers, teaching contents and teaching support platform. The evaluation of teachers mainly includes the following aspects: the degree of the interaction between teachers and students, the teaching activity and the teaching activity, and the learning materials. The teaching content in the network teaching is a broad concept, not only refers to the curriculum information provided by the teacher, but also includes the resources which the teacher provides and the curriculum related learning resources and other learners. The evaluation of network courseware includes the content, structure and navigation, practice and feedback of the courseware, and its technology, interactive and so on. In the form of a questionnaire survey, the form of questionnaire is filled by the teachers, students and administrators. The evaluation of network teaching support platform includes system's security, reliability, stability, security of user information and so on.

Specifically, the role of network teaching evaluation in the following areas:

(1) test teaching effect

Examination, statistics, analysis and determination of teaching effect is the most important teaching evaluation of a function. Teachers' teaching level and students' mastery of knowledge need to be tested by teaching evaluation.

(2) diagnosis teaching issues, providing feedback information

Diagnosis is another important function of teaching evaluation, students can understand their learning situation through evaluation. In general, the evaluation of the evaluation can further stimulate students' learning enthusiasm, improve learning interest. Negative evaluation will enable students to see their own gap, to find the error and the gap is located, so that timely correction of the increase. Teachers can through the feedback results to understand their teaching objectives to determine whether it is reasonable, the teaching methods, means, use it properly, the focus and difficulty of teaching whether clarifying in order to adjust the teaching strategy, the improvement of teaching methods.

(3) to monitor the students' learning

As an external means, the evaluation can be able to play a role in the monitoring of learning activities, which can stimulate students' learning motivation. In the study of network teaching, the time and space between teachers and students, there is no teacher's real-time monitoring, and the students' learning is totally dependent on the learning motivation and autonomous consciousness. Therefore, the learning process of the network teaching should continue to study and evaluate, and strive to play the significance of its study and control. Through the objective and positive feedback information to guide students to learn, to promote the improvement of the quality of learning.

4. network teaching quality evaluation index set

4.1 the principle of establishing evaluation index system

In view of the characteristics of network learning, we should pay attention to the following principles when designing the network learning evaluation index:

(1) design evaluation indicators for evaluation purposes.

The purpose of the evaluation is different, and the evaluation index should be different. For example, when evaluating the students' network learning, we can consider the learning attitude, test scores, learning process, etc., and the evaluation of the network teaching of teachers, we need to consider the teaching attitude, resource preparation and so on.

(2) the weight of each evaluation index is determined according to the objective of the evaluation.

The weight of each evaluation index and the evaluation objective has a direct relationship. The design and weight of the evaluation index should be in line with the characteristics of network learning.

 (3) the specific description language should be operable.

In the interpretation of the evaluation indicators, should be specific, detailed, avoid the abstract, vague language.

 (4) the evaluation index is typical.

In the evaluation, it is necessary to select the typical behavior that can reflect the development level of the evaluation object in the evaluation target, and not to consider the unimportant information. When the index system is compiled, the completeness principle to be followed is that you don't throw away the main elements and the elements, instead of all the behaviors.

4.2 Construction of network learning evaluation index

According to the characteristics of network learning, formative assessment method and the research on the related literature, this paper makes an improvement on the existing network learning evaluation index system, from the following eight aspects to construct the network learning evaluation index system.

 (1) the total number of times on the teaching platform

The first landing is a process of learning from the learner. The adjacent two landing intervals of not more than one hour for a landing. If a single landing time is less than thirty minutes, then the landing is invalid. In addition, in order to prevent fraudulent landing, we will set the session is valid, every five minutes to send a reminder, if the information is not processed, then the session automatically lapse.

 (2) the total time of individual activities

The learning time of each student in the learning system platform is divided into: in the course of the study area, the time in the discussion area, the time in the resource area, etc.. The total time for a student to participate in this activity for each activity. Online total time is the total time of a student to visit the time of the teaching platform.

 (3) to complete additional assignments

In addition to the students to give the students the basic assignment, but also give some optional exercises, this part of the work is not mandatory, so the proportion of indicators should be low. Teachers to the students according to the completion of the situation to points.

 (4) the quality of the speech

By the teacher for post quality audit, scoring, play a role in motivating students.

(5) question number of question answering module

Through the question answering module, it can record the content of question and answer questions, ask the question time, etc.. Evaluation module correlation function by querying the question answering module table to read the number of questions of a student.

 (6) the number of comments being viewed, and the reply

Through the discussion of the area can record the post of the old, post time, the number of replies, the number of visits, etc.. Through the inquiry of the district table, you can get a number of students to speak, the post was reply, the number of visits, etc..

 (7) upload and download resources statistics

Resource utilization is the main record and study of the use of the curriculum and learning related courseware, documents and other information resources. In the background database design of the resource data table includes the following field resources, resources, resources, resource content, resource upload, download times, etc., when the learner upload a resource, these field information is written into the database table, users download resources, update the number of times the

corresponding resources, download times and 1. Therefore, the resource upload, download times can be obtained through the look-up table.

(8) assignments and achievements

Students submit their assignments or work by the teachers according to the quality of the subjective scoring. In the network learning evaluation system can be easily according to the evaluation of the purpose of the preparation of test questions, you can prepare the test questions, the students are summarized evaluation or formative assessment. On objective tests, can design for statistical system, and have immediate results score and subjective questions need after marking the teacher to get the score. The online examination system automatically scores the results into the performance database. This method will be a good method for the test data and the summary of the test data. In the background database, we design a student test score data table, used to store all the students' test and test results. As a result, we have to read all of the test results on average, the average score of the students can be obtained.

5. Conclusion

Network teaching quality evaluation in Colleges and universities is a kind of evaluation method based on reality, facing the future and the pursuit of development. It pays great attention to the diversity and function of the evaluation, and is the product of the need of theory and practice. Network teaching evaluation in the operation will be subject to a lot of subjective and objective conditions of the restrictions. It on the subject of evaluation: leaders of the colleges and universities, teaching staff, teachers, supervisors, students all personnel participating in assessment of quality presents very high demand, especially in the evaluation of the organizers and the concrete implementation, if there is no advanced evaluation theory as a guide, no rich teaching experience based, it is difficult to the problems encountered in the process of teaching do practical guidance, also do not talk about on the improvement of teaching quality.

The internal evaluation of network curriculum teaching in Colleges and universities in China is still a new research field and practical scope, many problems need to be further explored, its theoretical and practical significance is still a need to continue to enrich and improve the work, this tortuous and lengthy process needs our educators to work together to further the essence of things.

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